

**Abstract**

The current study examined the longitudinal predictive relationship between early delayed copying in K3 (T1) and later dictation score in P2 (T2) using an existing archive. It included 218 Hong Kong preschoolers, 125 male and 93 female, from Cantonese-speaking families with Cantonese as the major medium of instruction in preschool. Hierarchical regression analysis supported the hypothesis that delayed copying was a unique predictor of later dictation score with age, non-verbal intelligence, phonological awareness, morphological awareness, orthographic knowledge, vocabulary knowledge and RAN statistically controlled. The current findings established the importance of delayed copying in predicting Chinese dictation longitudinally and added up to the current understanding of its contribution to writing development.

**Keywords:** Chinese dictation, delayed copying, writing development